

Cultural Investigation Project Assignment Sheet



Purposes:

- Contextualize language learning experiences in cultural products, practices, and perspectives using various [techniques for teaching and assessing culture learning](#) (INTASC Standards 1 & 4)
- Develop and adapt traditional and alternative assessments (including performance-based assessments, portfolios, projects, and self-assessments) to [evaluate students' proficiency](#) across all three modes of communication and to provide them with feedback that will improve their performance (INTASC Standard 8)
- Design classroom activities that develop students' literacy skills in Spanish (INTASC Standards 1, 2, & 6)
- Adapt learning experiences appropriately to better meet the needs of culturally diverse learners, including students with a variety of learning styles and [special needs](#) (INTASC Standard 3 – Diversity of Learners)

Assignment:

Create a project that will give your students the opportunity to showcase the depth and breadth of their understanding about the cultural, linguistic, and conceptual content of something you are teaching.

Use the space below to brainstorm some possibilities:

Instructions:

Create a project that will give your students the opportunity to showcase the depth and breadth of their understanding about the cultural, linguistic, and conceptual content of something you are teaching. Don't forget to use as much Spanish as possible!!



- 1) **Design a Project** – What kind of a project could you assign that would allow students to explore the relationships between cultural products, practices, and perspectives in ways that showcase what they know and are able to do with the linguistic and conceptual content they have been studying? (Think about the *Communications* standard here.)
- 2) **Align the Project with the National Standards** - How can you contextualize the project so that it requires students to apply what was taught in culturally authentic contexts and for real-life purposes? (Think about the *Cultures*, *Connections*, and *Communities* standards here.)
- 3) **Create an Assignment Sheet** – How will you communicate the different steps that will be involved in completing the project to your students? (Devise an assignment sheet for them—think carefully about activating prior knowledge, scaffolding, and providing feedback during the creative process.)
- 4) **Generate Necessary Worksheets** - How will you scaffold students' participation in the project? (Generate the brainstorming templates, graphic organizers, process worksheets, and/or support materials that will be necessary to guide students' efforts.)
- 5) **Prepare Necessary Models and/or Demonstrations** – How will you model and/or demonstrate your expectations regarding the finished product for students? (Locate or create models of the finished product.)
- 6) **Construct a Rubric** – How will you evaluate students' work? (Construct a rubric that clearly outlines what students have to do in order to be successful with the project.)

Project Evaluation Checklist



Evaluation Questions	Comments
1) Does the project allow students to explore relationships between cultural products, practices, and perspectives while showcasing what they know and CAN do with linguistic and conceptual content?	/10
2) Does the project provide the teacher with information about students' language skills, cultural competence, and conceptual understanding?	/10
3) Does the project require students to apply what was taught in culturally authentic contexts and for real-life purposes?	/10
4) Does the assignment sheet clearly communicate what students need to do, one step at a time, in order to be successful with the project?	/10
5) Do the brainstorming templates, graphic organizers, process worksheets, and/or support materials that the teacher has generated adequately scaffold student participation and support students' performance?	/10
6) Has the teacher identified or created materials for modeling and/or demonstrating expectations regarding the final product to students?	/10
7) Does the rubric clearly outline what students have to do in order to be successful with the project?	/10
8) Does the rubric provide sufficient feedback so students know what to do differently next time?	/10
9-10) Correctness in the use of the Spanish language.	/ 20
Total Points	/100